

*Democracy in Education*

*Education for Democracy*

# The American Teacher

THE ORGAN OF THE AMERICAN FEDERATION OF TEACHERS



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ROBERT G. INGERSOLL.

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# The American Teacher

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## Why I Am a Member of the Teachers Union

By KATHERINE DEVEREAUX BLAKE

*Principal of P. S. 6, Manhattan, New York City (retired)*

*Address Delivered at the Membership Campaign Meeting of the Teachers Union of New York City, on November 18, 1927*

Mr. President, Honored Guests: Members of the Teachers Union are noted for their courage, but I am sure I never did so brave a thing as I am doing tonight, to come here and play the part of a sandwich between two such distinguished speakers, and you will all complain that there is very little butter in this sandwich. I had no idea I was to be the only woman and that I was to be between Mr. O'Hanlon and Mr. Dewey. I think I should have had a sick headache or something of that sort had I known it.

The other day Dr. Harry Emerson Fosdick said that he believed in the confessional for all people. But Dr. Linville after the fashion of the Union got ahead of him, and asked us all to come here tonight and confess why we joined the Union. I wonder how many of you had to go through the pangs that I had to go through. All the people with whom I was most intimate talked in very lofty tones of the profession of teaching, and said it should not sink to the level of a labor union.

I have often wondered why in what is supposed to be a Christian country a labor union is not the highest association that there is, since the leader of the Christians worked with his hands and was a day laborer. Also he went to prison. It has always made me feel a little ashamed to think that good Christians do not value labor as they should.

### OWE ALL TO LABOR

This helped me to face my friends and say, "Yes, I am going to be a union member and all that it means." And the more I thought of it the more I thought it was my duty. Do we not all teach labor's children? Is it not labor that gives us work to do? Do we not owe all that we have to labor? Then I sent in my application for membership. And I was turned down. No place in the Union for me, (Dr. Linville did not expect this part of the confession) because I was one of those miserable administrators, and not a class room teacher.

I said, "You are all wrong. You ought to let me in." How did I get in? One night down at the Civic Club, Mr. De Frem said to me, "Do you know, I am going to organize a union of private school teachers and college teachers."

I said, "Let me in."

"Oh, I don't think we could," he said.

We spent two hours arguing it back and forth. I tried to demonstrate to him that I was just the foreman. That is all I am. I think Mr. O'Hanlon will bear me out that the foreman must be a member. I said, "I am just a foreman; that is all. And you ought to let me in." (Mr. O'Hanlon nodded assent.)

I went away quite discouraged. I could not get in. Two weeks after that I met Mr. De Frem and he said to me, "I have been thinking over what you said, and we are going to let you in."

I said, "All right, the minute you are organized I will join."

By and by Local 5 and Local 71 amalgamated and I am in. Then what did I find? I found that the members of the Teachers Union without exception are more than thirteen years old mentally. You know that is the average mental age of grown-ups, thirteen years. But I found that members of the Teachers Union are more than thirteen years old mentally, and they range all the way from more than thirteen years to Dr. Dewey.

### WHY NOT CLASP HANDS WITH LABOR?

What do the teachers always do when they want anything? Don't they always come to you, Mr. O'Hanlon? Then why not join hands with labor? Go out and tell that to your friends, in this drive we are making for membership. Say you are always going and asking for labor's help when you want salaries, you ask for labor's help when you want pensions, then why not clasp hands with labor and march on together?



Labor has done some of the most wonderful things that have been done educationally. When I think of the big classes that those garment workers have organized, the struggle that they have made for education, and the high type of education that they give to themselves; it is wonderful. We ought to be proud of them. I think we all are proud, we who belong to the Union.

The Union has done so much. You see, Union members are always leaders because they are more than thirteen years old mentally. So they lead the thirteen-year-olds. The people that start ideas very often do not get the credit, because some of the thirteen-year-olds finally see that it is a good idea, and they come forward, claim it as their own, and when it is accomplished, say that they did it, but it is the Union that thinks of it first. The Union made the first step for increased salaries for teachers, made it in spite of the opposition of the conservative organizations of teachers. The Union has worked not only for better salaries and for better pensions, but they have worked for what is even more important, for the rights of teachers.

#### THE COURAGE TO GO AHEAD

I was happy when I learned that the Union was working to get rid of those ponderous Rating Sheets that principals have to make out. I think I dreaded making out that Rating Sheet more than anything else I was obliged to do. It seems so stupid and unfair. You can't put little letters in little boxes and have them mean anything about the really vital work of a teacher, and that is why no one pays any attention to those cumbersome Rating Sheets.

It is courage that the Union means to us more than anything else, I think. It has been the courage to go ahead, not the courage of the wild animals, but the pure white courage that burns with a clear light of self-sacrifice. If you have that kind of courage, you are nearly always punished. Once in a while somebody gets by, but as a rule that is the courage that is punished, and all of the people that are leaders in this Union have been punished one way or another for the courage of doing what they thought right, no matter what happens. And that is why it is a beautiful thing to belong to the Union. The wonderful courage of it! And the leadership!

This wonderful courage that you have, when it is big enough to be mass courage, ceases to be punished. So I hope you will all go to work at the drive, and tell the folks that don't want to pay their quota each quarter, that they ought to be willing to pay it as

a sacred duty to leadership. That is the wonderful thing that we have in this Union—leadership. And perhaps some day if we all get together and get hundreds and hundreds of teachers joining the Union, we may have the ideal school. The wonderful building to begin with, the building that will have light rooms, the building that will have plenty of air, the building that will have stories, whole stories, just for play.

#### A DREAM SCHOOL

I have a dream in my mind of a school. I have had it there for a long time. The dream is of the day when the school will take a whole block. It does that now sometimes, but not as it should. It will have the ground floor filled with shops which will rent probably at a very good figure and will help to pay your salaries. Then the whole block all the way round on one floor, the school with plenty of room, and the next floor playground, open air, winter and summer and then apartments also to rent—only to people that have children, or to teachers; and then a roof garden. You see that would be only four stories high. And the children would not any of them go up more than one flight, neither would the teachers, nor would the principal. I have been living on five floors for thirty-three years, up and down stairs all the time. In the Northwest corner there would be a tower with lovely apartments. On top of the fourth story all the way around the block a garden and playground and as most of the block would be only four stories high we would have in the center a playground on the street level. Then all the children could stay all the time in fresh air and sunshine and not on the street. Maybe some day you can bring this dream to pass. Then I have another dream, which says in summer all the children go out into the country, no schools in the city, and no children anywhere in town. I was very much interested the other day to see that Mr. Bertrand Russell said the same thing.

The Union is always working toward the ideal school. Breadth of view on the part of teachers and pupils is their aim. They have dared to speak of international friendship when others feared it was unpatriotic. We all owe a debt of gratitude to Mr. Lefkowitz for his admirable report on this. We owe our deepest thanks to our president and all our leaders who have dared for us, and set us an example of rare courage.

---

"Thought makes everything fit for use."—Ralph Waldo Emerson.



## Greetings From Our Friends and Colleagues Abroad

*Dr. E. A. Hardy, President of the Canadian Teachers Federation was present at our Convention in Chicago and brought us the following inspiring message from our neighbors across the line:*

Madam Chairman: It is a very great pleasure and privilege indeed for me to be here at this time. You have had a very long and strenuous session today, and I notice you are all looking very, very tired, and it would be cruel for me to keep you very long. As I have listened to your discussion today I felt that this session is likely to be historic in your organization. The message from the wild and woolly West has stirred up the energetic and not effete East and a combination of East and West and center, I believe, is about to result in the creation of a fund which will surprise and delight Mrs. Hanson and give her some very happy moments in the expenditure of it in the next ten years.

I don't imagine that you are going to stop with any \$10 contribution. I shouldn't be a bit surprised that when your efforts to raise your salaries are as successful as you want them to be, you won't think of stopping with less than \$100. Think of all the good times Mrs. Hanson will have, riding around on American transports and with American railway passes and stirring up this whole country.

### CANADIAN GOVERNMENT DEMOCRATIC

I come to you this afternoon on behalf of the Canadian Teachers Federation to bring you our greetings. Our country is very essentially different from yours, very much so in our political organization. I am not prepared to argue the point, but I believe we are more democratic in our political institutions than you are. May I say just this one thing about our political institutions in support of the statement I have just made? In every one of our provinces, as in every one of your states, education is a matter of provincial concern, but we have the cabinet system of government, that is to say the Prime Minister, who is elected by the people, has associated with him a group of men, each of whom has a definite responsibility, and in every province we have a Minister of Education, or what corresponds to a Minister of Education, as one of the cabinet. He is responsible on the floor of the legislature for all the legislative votes for education; he presents those to the legislature; he must defend them; and the whole system of responsible government with us provides a flexibility in regard to expenditure and popular representation

which I fail to find in your system so far as I have been able to study it.

Again, our boards of education I think universally, from the Atlantic to the Pacific, are elected by the people. May I take the case of the city from which I come, the city of Toronto, a city of 650,000 people. We have sixteen members of the board of education, two from each ward elected just as the City Council are elected, on the first of January every year. That is popular representation, and that is responsible government in a local sphere as clearly as you can get it.

Just how well that works out may be illustrated in this one thing, that the best member of the board of education in my time was elected continuously for thirty-four years, a man who had the interests of the teachers at heart, who did more for their interests than any other person on the board. Year after year people returned him without any question.

May I apply another acid test of popular government, government ownership of public utilities? The Dominion of Canada owns and operates the largest railway system in the world, the Canadian National Railways, running from coast to coast, with 22,000 miles of railway, and I believe that publicly owned and operated railway system gives as good service as is given by any railway system in the world.

### PUBLIC OWNERSHIP BENEFITS

The Province of Ontario and the municipalities of Ontario own and operate the largest hydro-electric system in the world, which now serves over seventy per cent of the people of our province, and serves them effectively.

May I be concrete? My house is a seven-room house. I have always believed in burning all the lights I want. I don't suppose I ever burn less than twelve or fifteen lights from the time I turn on the switch until midnight, and most of you teachers know you don't get to bed before midnight. I have an electric range, an electric heater, and my bill sometimes in the middle of the winter runs as high as \$5 a month, but usually it is very much less than that.

The City of Toronto in which I live owns and operates the street railway service, and we are modest enough to say that we have the finest service in the world.

I just mention these facts to give you our political background.

Our teachers organizations reflect that background, and they all are democratic. Every province in Can-

ada has its teachers organization. The province in which I live has three, the public school or the elementary women teachers, the elementary men teachers, and the high school teachers.

#### REAL TEACHER ORGANIZATIONS

Nobody is allowed into these organizations except teachers in active service, that is to say, none of the administrative staff is allowed in our organization; not that we have anything against them at all, but ours are teacher organizations. In the Province of Quebec they admit the inspectors.

In the Canadian Teachers Federation the control rests absolutely and entirely with teachers organizations. Classroom teachers or principals, or teachers who are now secretaries of teacher organizations, are the only persons eligible for the Canadian Teachers Federation.

Thirty people constitute our Council, and we represent about 20,000 people in active membership; we have three representatives from each of the nine provinces and three officers.

As I listened to you today, there were some things I wanted to say to you. I wanted to tell you how a democratic organization could make itself felt. The organization to which I belong is the Ontario Secondary School Teachers Federation, comprising both men and women. We have a membership of nearly 3,000. About four or five years ago one of our school boards dismissed the principal without any notification. The first notification he had was when he saw his position advertised in the newspaper.

Our Federation at once took up with that board of education this dismissal, not that they had not a perfect legal right to dismiss him—we did not discuss that, nor did we discuss the grounds of dismissal, but we contended that it was unprofessional conduct to dismiss him that way. We could not pass over anything of the sort. We asked that board to apologize to our Federation for having dismissed a teacher in a discourteous and unprofessional way. The board would not discuss it with us. They went to the Minister of Education and told him that he should discipline us. The Minister of Education sent for our officers. We told him our side of the story. The case was settled in this way: the board of education apologized to us for having dismissed that teacher in the unprofessional way they did, and gave us a written promise that they would not do it again. (Applause).

Way out on the Pacific Coast there was a board of education which said to its teachers: "We won't

give you any more money," when the teachers said they wanted some more.

The teachers said, "Very well, there are two sides to that question, and we think you will."

"No, we will do nothing of the sort. To make it quite clear, you are now dismissed."

#### NO APPLICATIONS RECEIVED

The teachers' representatives ventured to point out that the board might have some difficulty in filling their places.

They said, "Oh pshaw! we can fill your places in twenty-four hours." They advertised those places, and they didn't fill them in twenty-four hours, and they didn't fill them at all, because the B. C. Teachers Federation broadcasted that news to all the other teachers' federations, and they didn't get a single application from a teacher in Canada in good standing in any teachers' federation. (Applause).

I could multiply instances of that kind. I don't know just whether you would call that peaceful penetration or what you would call it. We simply said we were not prepared to teach with boards that did that sort of thing.

I may say, by the way, that the association to which I belong is the only one of the eleven organizations which has a pledge in its constitution, and we have a pledge. We stand at every meeting and repeat the pledge, and the clause in the pledge that counts reads something like this: "I will not accept a position with any board which is not in good standing with the Federation." It works.

The result of all that has been that there has developed in our province, and I speak generally for all Canada, a feeling of respect for the teachers.

#### RESPECT FOR TEACHERS

I have been one of the troublesome brethren in Israel who have had to interview the school boards. A trustee told me that they had great respect for the Federation. He said, "Why, you are organized now like the plumbers and electricians, and we know you mean business and we can deal with you as a business group. We are glad to know that you have got spunk enough to organize and tell us what we ought to do."

Madam Chairman, I am afraid I am transgressing on your patience in making this speech. I have no apology to make for saying that we believe in the material side of our profession. We believe in the spiritual side just as well. I believe that teaching ranks among the fine arts. Personally I believe it ranks among the very greatest of the fine arts, and I

know of no fine art which can be sustained or ever has been sustained in the world's history without the expenditure of money. A great painter must have somebody to provide for his wants while he does a great work; so must a great musician or a great architect. And a great teacher who is doing an infinitely more valuable thing and an infinitely more difficult thing, dealing with human souls, must have somebody to provide for his wants. We believe that that provision for his material wants will come only through organization. I believe in talking shop with every teacher I get a chance to talk shop with. I have no apology to make for it. I have no sympathy with that kind of teacher who says, "I want to go away in the summer and not see any teachers." I want to go in the summer where I can see lots of teachers, teachers who represent different viewpoints from my own.

#### "TALKING SHOP"

I belong to a club of artists and musicians and sculptors and architects, and I know that when I sit down at the table where they are, all the artists are talking pictures, all the architects are talking buildings, all the musicians are talking music, and I can't get them to talk anything else except when I open up and talk school, and they have to listen out of courtesy.

I do love to talk shop to my fellow-teachers and I love to hear you talk shop, too.

We were so glad to have had some of you at Toronto last year. I wish you could all have been there. We tried to put you up and give you a good time. Our memories of those of you who came last year are very, very pleasant.

May I revert to a memory of one of your former members who came to see us in Montreal five years ago, Miss Colby, and brought your message to us? This is the first opportunity we have had of returning those greetings to you in person. On behalf of our Canadian teachers and our Canadian eleven provincial organizations, I do wish you the very best of success. I hope that your fund will grow beyond the dreams of avarice and that you will cover this country with an active organization of teachers, strong for teachers' rights, strong also with a sense of the rights of the other fellow, so that through co-operation the American Federation of Teachers may build itself up to a very great protectorate of the rights of the men and women of the profession and the boys and girls of the schools. (Applause)

THE EDUCATIONAL INSTITUTE OF SCOTLAND  
47 Moray Place  
Edinburgh, 1st June, 1928.

Mrs. Florence C. Hanson,  
American Federation of Teachers  
506 South Wabash, Ave.,  
Chicago, Ill., U. S. A.

Dear Mrs. Hanson:

Your letter of 18th May, addressed to Mr. Robert Dickson has been handed on to me. I regret to inform you that Mr. Dickson, who was Secretary to the Board of Examiners of the Educational Institute of Scotland, died last year.

I am sorry it will not be possible for us to send representatives to attend your Annual Convention from June 25th to June 29th.

I have very great pleasure, however, in conveying to you from the Educational Institute of Scotland a message of friendly greeting and goodwill and their best wishes for a very successful and profitable Convention.

Yours sincerely,  
THOMAS HENDERSON,  
*General Secretary.*

NATIONAL UNION OF TEACHERS  
Hamilton House, Mabledon Place,  
London, W. C. I.  
6th June, 1928.

Dear Mrs. Hanson:

I submitted your letter of the 15th ult. to the Executive of the Union at its meeting on Saturday last. With great regret the members found it impossible to arrange for the attendance of fraternal delegates at your Twelfth Annual Convention, but I was requested to convey the cordial greetings of the National Union of Teachers to your Federation, coupled with the very sincere hope that your meetings in Chicago will be very successful, and that the Federation may continue in its earnest endeavors to raise educational and professional standards everywhere. There is a growing consciousness in all ranks of the teaching profession in Great Britain of the need for international solidarity, and I am quite sure this interchange of greetings between our two Organizations will do much to strengthen the bonds of friendship already established between us.

Yours fraternally,  
F. W. GOLDSTORE,  
*General Secretary.*



INTERNATIONAL FEDERATION OF TRADE UNIONS  
Amsterdam, June 7th, 1928.

AMERICAN FEDERATION OF TEACHERS  
506 S. Wabash Ave., Room 526,

Chicago, Ill., U. S. A.

Dear Mrs. Hanson:

I am in receipt of yours of the 18th May, in which you invite the I. F. T. U. to send a delegate to your 12th congress, to be held at Chicago from June 25th-29th.

We thank you for your kind invitation, but are unfortunately unable to accept it, partly on account of the great distance, and partly from reasons of principle, as we never send delegates to congresses of individual unions, but only to congresses of national centres.

I regret this the more, inasmuch as the I. F. T. U. and I myself personally have the utmost sympathy for your activities. We have shown our interest in teachers by helping to create a Teachers International

Trade Secretariat, with seat at 56 Heerengracht, Amsterdam, so that the educators of the rising generation may have as close a contact as possible with the international trade union movement.

It is undoubtedly an excellent sign that teachers in the most varied countries are endeavoring to get into more and more direct touch with the workers, to understand their position and their struggles, and to co-operate in bringing up a new race which will be on a higher intellectual and physical level.

I feel sure, therefore, that I may speak in the name of all the organizations affiliated with the I. F. T. U. when I say that I wish your twelfth congress the utmost success, and your organization a full measure of prosperity and progress.

Yours fraternally,  
INTERNATIONAL FEDERATION OF  
TRADE UNIONS,

JOH. SASSENBAACH,  
Secretary.

## Workers' Education in the South

By LOUISE LEONARD

*Director, Southern Summer School for Women Workers in Industry*

The American labor movement has always fought for better educational opportunities for all children but it is only during the last eight years that there has been enough interest in the particular kind of education needed by older workers to give impetus to a growing movement for adult workers' education in this country.

During these years central trades bodies of various cities have started "labor colleges," some state federations of which Pennsylvania is an outstanding example have employed state secretaries to organize classes and Brookwood, the only resident labor college in the country, has been established on a firm basis.

Summer schools for women workers are a part of this same general trend; one at Bryn Mawr College, Pa., one at Wisconsin University, one at Barnard College, New York City, and for the past two summers, one in the South, known as the Southern Summer School for Women Workers in Industry.

### TEACHERS UNION CO-OPERATES

The Southern Summer School held its first session at Sweet Briar College in Virginia and the second session in the summer of 1928 at Carolina New College which is located at Burnsville, North Caro-

lina. Both years the school has been under the auspices of an independent committee of southerners, who saw the need for Workers' Education and rented a college campus where they might begin to meet this need.

The committee consists mainly of workers who have had some Workers' Education experience—garment workers, women from knitting mills and silk mills and it includes the President of the American Federation of Teachers who is a southern woman, and others.

The purpose of this school is to help industrial women to realize the position in which women workers of the South are placed at the present time and to fit them to assume their special responsibilities.

Students came in 1927 and 1928 from eight southern states; from textile mills, including silk, cotton, rayon, cane spinners, spoolers and weavers; from cigarette factories, packers; from hosiery mills, loopers; from garment factories, button and button hole operatives, overall, coat and shirt workers; from cigar factories, skilled cigar makers; from shoe factories, French "folders," and fancy stitchers; from glove factories, laundries, telephone

offices, box factories, and men's clothing factories girls came also so that in a group of twenty-five students, all typical southern industries were represented by girls from some of the largest plants in the South.

#### ENGLISH COURSE PRACTICAL

From economics to health education, the courses of study were especially designed for industrial workers. After studying industrial history since before the invention of machinery, these worker-students saw their jobs in a new light, as parts of a great modern industrial movement which is revolutionizing the South even as it has wrought changes in Europe, in New England, and of which beginnings are now evident in the Orient and darkest Africa. They learned economics in relation to their own jobs and labor problems in terms of their own long hours, low wages, unemployment and other handicaps, compared and contrasted with other workers in other places.

The object of the English course was a practical one—to help girls, many of whom had had to leave school too early, to read more intelligently, to write more clearly and to speak in public. The material for this work also came to a great extent from the students' work experience. For example, among subjects for public speeches were "Industrial Democracy in the Plant Where I Work," "The Time I Was Asked to Sign a Yellow Dog Contract," "The Effects of Low Wages Upon Workers," and "The Mill Village in Which I Live."

An hour a day was given to physical education for the group with emphasis upon such exercises as teach industrial women relaxation and muscular control; this work was supplemented by talks on personal health habits, social hygiene and care of children; also individual help was given each student regarding exercises and diet suitable for the special needs growing out of her type of job. Many girls learned to swim and all took part in hiking, base ball, group singing and other recreational activities.

A week's course supplementary to economics was given by A. J. Muste, dean of the faculty at Brookwood Labor College, covering the position of the worker in different stages of history, labor problems in the United States at the present time, and the structure and functions of the American Federation of Labor.

The faculty of the Southern Summer School is made up of teachers who have not only a wide

knowledge of subject matter to be taught but experience in teaching workers. All are students of history and economics; together they work to make their knowledge available to students and to draw upon the experience of these worker-students.

All members of the school, students, tutors, teachers, attended most of the classes; discussion was free and the contribution of the student from her industrial life as enlightening to the group as that of the discussion leader who had spent more time studying theory. There were tutorial hours, individual conferences for each student about her written work, projects undertaken by a student or a committee of students working with faculty members. Thus the program was flexible, adjustable to needs of students as they appeared, and progressive educational methods were followed.

Over one week end in August, a conference of labor men and women from three states met at the Southern Summer School in response to the call of the President of the North Carolina Federation of Labor. They considered the present status of labor organization in southern states in the light of reports from Georgia, Tennessee, Virginia and North Carolina and tried to face problems to be met in organizing. Under A. J. Muste's leadership they discussed Workers' Education as a tool in the hands of workers. Plans were made for co-operation in support of the Southern Summer School and for a joint conference of labor leaders of southern states this fall where other common problems may be attacked. This conference brought to many of the Summer School students their first direct contact with organized labor since only twenty-five per cent of them belong to unions (United Garment Workers) and the rest are from trades unorganized in the South. Visiting trade unionists and students found the discussions of mutual benefit and in a number of cases organized and unorganized saw chances to co-operate in their home towns.

#### SIGNIFICANT PIONEERING

The committee sponsoring the Southern Summer School hopes it may be used more and more as a meeting place for all who are concerned with the problems of the industrial South and who are seeking a solution to these problems.

The Summer School is supported by contributions from interested organizations and individuals in local southern communities from which students come as well as from other places where there is interest in the South and in Workers' Education. The commit-

tee is encouraged by the support that has come from organized labor as well as from other sources. This next year the director of the school will travel in the South working with local committees to secure funds and applicants and offering workers' classes as a means of following up the work begun during the summer.

The school is not large—the aim is to have forty students next summer, but its contribution as a pioneer in Workers' Education in the South is significant in so far as it releases the powers of southern women workers and sends them back more able to function in the labor movement of the South in this important period in its economic history.

## The Institute of Politics and the Teacher

By LAURA PUFFER MORGAN,

*Local 198, Associate Secretary, National Council for Prevention of War.*

The Institute of Politics held its eighth session at Williamstown this summer. It is no longer an interesting experiment. It is a permanent institution which will soon be put on an endowment basis. Each year its round table and conference discussions are more widely reported in the press. Moreover, year by year new institutes are springing up in other universities in widely separated sections of the country, and among the guests at Williamstown are often to be found observers who have come to study the Institute as a model.

Under these circumstances, one wonders why so comparatively few teachers are to be found among the members of the Institute. One would have expected it to be a Mecca for history teachers, at least. It is, to be sure, true that the numbers are limited and the membership carefully selected so that no one group may dominate. But that hardly seems sufficient explanation for the fact that outside of the lecturers, conference leaders and their secretaries, less than 20 teachers of history appear in the Who's Who for 1928, and of these scarcely half a dozen are high school teachers.

For the teacher of modern or contemporary history, the program of the Institute has much to offer. Each year it reflects the imminent world problems, and in particular those which have most direct bearing upon our own international relations. This was especially true this year, when Latin-American problems received even more intensive treatment than in former years. Three round tables were devoted to these problems, which were studied separately on legal, economic, and political lines.

Our relation to China is one of the most important problems to be solved by the State Department. That, and the equally puzzling question of the sovereignty of Manchuria, were considered in the round table on

Problems of the Pacific, and the closely related economic question was studied under Population Problems of the Pacific Rim.

### FIRST WOMAN SPEAKER FROM TURKEY

Four general conferences were devoted to a discussion on Problems of Africa. This might seem remote until one realizes that the policy of our State Department towards Liberia and the Firestone rubber plantation there is establishing a precedent which goes far beyond any methods used towards Latin America in the practice of imperialism.

Leaving the United States for a moment, there was much food for the student of history in the courses of lectures on Current Political Problems, dealing mostly with the Labor Party, in Belgium; on Modern Turkey and its Problems; and on Germany's Foreign and Domestic Policies, given by prominent nationals of each country. Incidentally, it was rather an anomaly that the first woman to appear on the Williamstown program should be a native of Turkey, where women so recently have come into their own.

Nor does this cover the entire program. It may, however, be worth while to give a brief resume of what was in some ways the outstanding round table of this year's program—that on Methods of Social Direction under Graham Wallas, professor emeritus of the London School of Economics, and well known authority in Political Science. This was of special interest to political scientists and was particularly timely during a year of presidential elections which furnishes many opposite illustrations.

### PROBLEMS NOW WORLD WIDE

Professor Wallas expounded his problem as the "rationalization of politics" through the application of modern commercial and industrial methods to public affairs. "Rationalization" implies not only



the recognition of cause and effect but the determination to act upon that recognition. "Conditions of life in the great industrial nations of the world have been transformed during the last two generations," he said. "No longer are our problems simply national; they have been rendered worldwide by the enlarged scale of society, the modern means of communication, the interdependence of peoples. We are living in new social dimensions. The war demonstrated the destructive possibilities of modern science. Mankind is confused and baffled by the new knowledge and power which he has not yet learned how to use to control events. Universal education and universal suffrage are new social facts complicating the problems of government which arise from the new relationships of the modern world. What will happen when naive conceptions of democracy are abandoned, now that great sections of the world's peasantry can read and consider for themselves how they shall be governed?"

The readjustment of our social life to the new conditions calls for intense constructive thought. Dr. Wallas argued that the great Greek thinkers did reform the world. They conquered Rome intellectually. So did John Locke and his friends in their discussions formulate the ideas which inspired the American and French Revolutions. In the same way modern society may be reorganized. The Institute of Politics he sees as intended to revive the group method originated by the Greeks. "You and I," he said, "have come to Williamstown in order to consider how far we can help in the rationalization of modern society."

Criticizing the dictatorships of both Stalin and Mussolini, Dr. Wallas contended that by this process of "rationalization" democracy could be made to function even though government has become largely a matter for expert knowledge. His solution of the problem involved three essentials:

1. Extension of the principle of trust and responsibility which exists between the citizen and his

physician, for instance, to the relation between the voter and the public official; trust on the part of the voter, and conscious professional responsibility on the part of the official.

2. General adoption of the principle of non-political appointments, with public officials relying upon experts with "supernormal minds trained by special study."

3. Government co-operation with non-political organizations and individuals in economic, intellectual and moral fields.

It is in the third group that Dr. Wallas puts the Plato, the Aristotle, the John Locke of the present day, and this directing force outside the organization of government, he believes, is equally essential for the successful control of civilization.

Extending this theory beyond national limits, he declares the rationalization of international relations to be of "terrific importance," and the quasi-organization of individual thought and feeling in literary, scientific, and economic fields is still the strongest international force.

Unfortunately, Dr. Wallas was called back to England before he had an opportunity to develop fully his theories in respect to international relations. In a brilliant public lecture, however, he pointed out the inherent contradictions in nationalistic thinking and showed that the problems of construction involved in the modern world necessitate co-operation with one's neighbor, rather than protection against his interference.

Professor Wallas has written several books which have introduced psychological analysis into the study of political science, and he is now working on another book which will deal with the relation of the vote to human society and its problems.

A report of the round tables and open conferences with bibliographies is issued in mimeograph form every year by the Institute of Politics for its members. A few extra copies are usually available to outsiders upon application.

## False Education in Our Colleges and Universities

Address by EMIL O. JORGENSEN,

*Director of the Manufacturers and Merchants Federal Tax League, before the Third Henry George Memorial Congress held in Chicago, September 10-13, 1928.*

One of the saddest questions that I have heard since coming into this convention is, "Why in view of the soundness and justice of the Henry George idea and its tremendous importance to every human

being, are young people becoming less and less interested in it?"

I don't know that I can give you a full and satisfactory answer to this question. One thing, how-

ever, I am very certain of, and that is that the false education regarding the Henry George reform which is streaming through our schools, colleges and universities is chiefly responsible for the declining interest that our young men and women are taking in it.

Now when I say false education I mean just that. I do not have in mind intellectual error; I have in mind untruthfulness and downright dishonesty. I can and do have the highest respect for any one who disagrees with me so long as he is sincere, but I can have absolutely no respect for anyone who disagrees with me when I know that he is not sincere.

Let me give you an illustration of this false education which I feel is doing so much, not merely to turn the minds of our young people against the Henry George reform, but to hold back the movement for the public ownership of public utilities as well.

#### TAX LEAGUE FORMED

About nine years ago, after a long period of thought and discussion, a group of men met in Chicago and formed the Manufacturers and Merchants Federal Tax League with my friend, Otto Cullman, as chairman. The purpose of this organization was to promote legislation along the Henry George lines and I was called in to act as the Director of Information. We had a bill drawn up which proposed to reduce the tax burden on the fruits of human labor about \$1,000,000,000 by substituting therefor a one per cent tax on the unearned values of lands and natural resources in excess of \$10,000. This bill was, of course, a long ways from the full single tax program of Henry George but it was at least a step in that direction. It was drafted by Jackson H. Ralston and introduced into Congress by Representative Nolan of California and become known as the Ralston-Nolan bill.

We pushed the bill, of course, as hard as we could. Money was easier in 1919 and 1920 than it is now and we were able to send out over the country some two million pamphlets and circulars about it. Much discussion was aroused, a great deal of favorable sentiment was developed and it looked for a time like the bill might go through, notwithstanding the fact that the National Association of Real Estate Boards, the railroads and other large "vested interests" were doing their best to inflame the farmers against it.

About a year after the bill had been introduced, however, something significant happened. It was announced that Dr. Richard T. Ely had formed in

Wisconsin University an "Institute for Research in Land Economics and Public Utilities" which would investigate in an "impartial, disinterested and scientific manner" the various problems pertaining to land, public utilities and taxation. We were delighted to hear it. For any reform, as you know, that is as sound and just in principle as the Henry George reform is, has nothing to lose but everything to gain by having the searchlight of impartial investigation cast upon it and we therefore welcomed the news regarding Dr. Ely's research Institute.

#### PROPAGANDA—NOT RESEARCH

To our great surprise, however, the Ely Institute—which was privately financed—began its career by accepting contributions from the very corporations whose property interests it was going to investigate and which corporations had always fought any measure looking in the direction of the Henry George idea. To our still greater astonishment Dr. Ely next had Prof. B. H. Hibbard write, in behalf of the Institute, a special article for the National Association of Real Estate Boards—one of the largest corporations back of the Institute—an article attacking the Ralston-Nolan bill in every shape and manner and which article, broadcast by the real estate boards in 1921, probably did more than anything else to bring about the bill's defeat.

It was a very strange beginning for a "disinterested research institute" and it staggered us. It looked very much as though the real purpose of the Institute was not to carry on "impartial, scientific and disinterested research," but to carry on propaganda—propaganda for the benefit of the privileged interests supporting it.

And that this was the real purpose of the Institute has been amply demonstrated by the events that have occurred since this time. Today the Ely Institute, which is housed in Samuel Insull's favorite university—Northwestern—not merely has upon its Board of Trustees such representatives of monopoly as Rufus C. Dawes, William S. Kies, Frank O. Lowden and General Nathan W. MacChesney, but the contributions received from the Rockefeller and Carnegie corporations, from the National Association of Real Estate Boards, the railroads, the public utilities and other interests with big axes to grind (see "*Review of Reviews*," September, 1928) approximate \$100,000 a year. This would certainly indicate that the Institute is not "disinterested."

Again, from the very beginning the Institute has made a practice of submitting its manuscripts (and

fifty books are scheduled to be written) to representatives of the large privileged organizations back of it before these manuscripts have been published—all of which definitely shows that it is not "impartial."

#### EXPOSING ELY

Finally, the Institute started out on its long task by laying down its conclusions in advance of any investigations—conclusions, by the way, that are worth billions of dollars to the public utility and land speculation interests—all of which shows very plainly that it is not "scientific."

After some four years of "watchful waiting," therefore, we were fully satisfied that the Ely Institute, instead of trying to live up to its claims, was making a foul attempt to wipe us off the earth. And since we were not disposed to be wiped off the earth without at least a struggle in self-defense we boldly decided to attack it.

Our opening gun was fired in July of 1924. In that month we printed in our *Bulletin* an article entitled "Prof. Richard T. Ely Exposed" which was promptly reprinted in pamphlet form. I asked four men—Otto Cullman, Harry H. Willock, James A. Bell and J. H. McGill—to stand the expense of having 20,000 of these pamphlets sent over the country and they did. One thousand copies were sent directly to the authorities and faculty members of Wisconsin University where the Ely Institute was located. The shot hit the mark. Dr. Ely came out with an open letter denouncing the "unfairness" of his assailants while several of his colleagues rushed to his defense. We were pretty hard pressed for a while and many of our own friends withdrew their support but we kept right on. Each succeeding month we came out with a new article in our little paper about the Institute.

#### WARNING FROM LAFOLLETTE

This running fire soon began to tell. The whispering increased and open discussion set in. Senator LaFollette wrote in his magazine an editorial entitled "Monopoly Subsidizes Education" and warned the university authorities to set their house in order. Rumors now began to float. Dr. Ely added Frank O. Lowden and Gen. Nathan MacChesney of Illinois to his Board of Trustees and in July of 1925—just one year after we had fired the opening shot—the Ely Institute moved out of state-supported Wisconsin University (where Dr. Ely had been teaching for thirty years) into privately-endowed Northwestern University in Chicago. In the following month the

Board of Regents of Wisconsin met and passed the following resolution:

"That no gifts, donations nor subsidies shall in future be accepted by or in behalf of the University of Wisconsin from any incorporated educational endowments or organizations of like character."

Well, that was that. But what to do now? The spurious Ely Institute was not dead; it had only moved into safer quarters. After a few more months of "watchful waiting" we therefore decided that the best thing to do was to lay the matter before some of the leading educational bodies of the land and ask for an investigation of it. At once there was a wild scampering for cover. The officials of the American Economic Association and the American Association of University Professors, in particular, refused to look into the Institute regardless of the charges against it.

But not so the American Federation of Teachers. The Chicago local of this organization was the first to inquire into the case and in April of 1926 this local—the Chicago Federation of Men Teachers—passed a resolution denouncing the Ely Institute as "an insidiously dangerous factor in the social and educational fabric of our country." The national body, however, not wishing to pass judgment on the Institute without the fullest possible investigation of it ordered its Education Committee to make such an investigation. The Education Committee spent practically a whole year at its task examining books, records and documents and in 1927 reported to the annual convention of the American Federation of Teachers that the Ely Institute was "misusing the conception of research and masquerading under false colors"—in other words, that it was not a true investigational body, as it claimed, but was a huge propaganda organization in disguise.

#### BATTLE WILL GO ON

This report of the teachers was followed some two months later by a similar report from the Illinois Federation of Labor which, in annual convention assembled, condemned the Ely Institute for sailing under false colors and for "degrading research to the level of special pleading." The American Federation of Labor, however, which met in annual convention in October not merely declined to concur with the teachers, but positively refused to investigate the matter in any shape or manner.

This action of the American Federation of Labor is all the more amazing in view of the startling dis-



closures now being made by the Federal Trade Commission. The Federal Trade Commission has shown that the Ely Institute has received from the National Electric Light Association alone, a total of \$75,000 during the last three years; that the "facts" it has gathered and the reports, pamphlets and text-books it has published are decidedly favorable to the corporation from which its contributions are received; and that it has gathered unto itself, not merely officials high in public utility circles, but educators who have always been friendly to the utility interests—educators who have repeatedly fought legislation that would reduce the utilities' profits, who are secretly paid by the utilities to address gatherings of students and teachers, and who are awarded munificent salaries and expense accounts to "survey" text-books and establish utility courses in American schools and colleges.

Notwithstanding the strange action of the A. F. of L., however, the storm of indignation against the Ely Institute is slowly but surely rising. Civic associations, reform leagues and other bodies, one after another, are now voicing their protest in resolutions against it and it may well be that the A. F. of L.

itself will soon reverse its decision. The publishers of the Institute's books, we have reason to believe, are growing alarmed at the course events are taking and if the publishers once refuse to accept new manuscripts from the Institute the financial support back of it will soon peter out.

However, in a matter of this kind it is never safe to count your chickens before they are hatched. The Ely Institute is still going strong and every fortification is being thrown around it. Its vitality appears to be unimpaired and its financial support is certainly as great as ever before. It has turned out seven crops of teachers, it has published fourteen of its proposed fifty text-and-reference books, and these teachers and text-books it has, with the aid of the public utilities and the real estate boards, now got into more than three hundred schools, colleges and universities in the United States. So while the movement has been started that will certainly finish the Ely Institute if it keeps on, there is always a danger that it might not keep on. And if the movement does not keep on to the bitter end the great battle for honest education will be lost instead of won.

## Summer Conferences Are Media for Education

By CHARLES HODGES

*Associate Professor of Politics at New York University*

Every summer finds the world in conference. Though governmental and League meetings continue throughout the twelve months, international groups usually hold their congresses during the summer. These private activities mount rapidly in number from May onward until the peak is reached in July and August; then there comes an equally sharp decline with the return of these "citizens of the world" to their daily tasks.

This human passion for organization and inter-organization gatherings from the four corners of the earth contributes mightily to the development of world leadership. In any summer month, these conferences cover every sort of world interest; they really constitute training schools for international co-operation.

There are in existence today between three and four hundred international associations which serve private interests on a world scale.

Well over two dozen such international bodies have been meeting in August. Included in these activities

are two congresses for the advancement of an international language—the rival artificial tongues of Ido and Esperanto; four academic meetings, with interests which range from the Sixth International Congress of Historical Studies to the World Association for Adult Education; several scientific gatherings, typified by the Congress of the Royal Institute of Public Health; a half-a-dozen conferences on problems of international politics in which the peace theme dominates, such as the Geneva Institute of International Relations, the Twenty-Fifth Session of the Inter-Parliamentary Union, and the World Youth Peace Congress; and many other world activities as divergent as the International Conference of World Alliance Through the Churches and the Fourth International Congress of the Technical and Professional Press.

Through such international activities, we are building up world outlooks that range through the length and breadth of the individual nations.

Obviously, there must be convergence of every sort of educational agency upon the common problem.

That brilliant world thinker, Alfred Zimmern, Deputy-Director of the International Institute of Intellectual Co-operation, has pointed out the seven stages of public education for the post-war community of nations. The first is the pre-school period, the "most important stage in all education," in which the growing citizen is tied into his environment of locality and nation. The second is that of the primary school, the "initiation into the wider world," where the teaching profession is facing possibly its greatest responsibility in the creation of an attitude of mind which is open or closed toward the greater community. The third, that of the secondary school education, personalizes the relation between the citizen to be and the community and gives a definite set toward international attitudes. The fourth, the college years, constitutes the apex of public education—representative of "national intelligence and national traditions at their highest power and in their most characteristic forms" yet withal international in the "ideal of the unity and universality of knowledge." Here, the individual's connection with the nation is completed;

the nation's, through this national center, with international intellectual co-operation. From this vantage point, we extend ourselves in three world phases.

These may be summed up as the "school of international contacts," introducing the student to the larger world problems; the professional school, giving the teaching profession its materials and methods for the study of international relations; and the research into international affairs, called by Zimmern "preventive medicine in public affairs."

Given this formal educational program for international leadership we may well regard the summer conferences and congresses as a kind of continuation school in world affairs. They bring together the leaders in various lines of activities as their prime object; but they also serve a larger orientation of these men and women. Their minds are opened to the world unity which lies beyond their segmental interests. The world conference becomes a medium for education along broader lines—an adult school for international contacts that carries leadership back to its national source.—*League of Nations News.*

## What the N. E. A. Did for Seattle

By W. B. SATTERTHWAITE, *President, Seattle High School Teachers Union, Local 200, and Vice President, American Federation of Teachers*

The readers of THE AMERICAN TEACHER know what action the American Federation of Teachers has taken in the case of the Seattle High School teachers who were forced to sign a yellow dog contract last June. It will interest them to learn what another great educational organization did for these Seattle teachers. The following is the story of the disposition of the Seattle case by the convention of the National Education Association held in Minneapolis last July.

A number of delegates to the N. E. A. convention, some of whom are members of the American Federation of Teachers, signed the following resolution:

Whereas, The Board of Education of Seattle, Washington, has required as a condition of employment, that all the high school teachers of the city shall sign a contract which restricts their liberty to join professional organizations of their choice, and

Whereas, The effort to control a fundamental civil right of teachers inevitably has the effect of hindering the movement for democracy in education in this country, and tends to encourage those who seek to dominate the thinking of teachers in behalf of certain large corporate interests, and

Whereas, The unreasonable increase of restrictions in contracts of Boards of Education with teachers will inevitably weaken the movement for promoting sound tenure laws for teachers by giving educational authorities

legal power to dismiss for trivial reasons, thus tending to keep intelligent, discerning young men and women from entering the profession, therefore be it

Resolved, That the National Education Association in convention assembled regrets the conduct of the Seattle Board of Education and requests that the Seattle board withdraw the restrictive regulation now applying to the high school teachers of that city.

The resolution was submitted to the resolutions committee of the convention on Tuesday, and one of the signers appeared before the committee on Wednesday morning. As this was the fourth day of July, it seemed a most appropriate time to plead for the independence of five hundred members of the teaching profession who were being deprived of certain inalienable rights.

The resolutions committee of forty-one members, all but about forty of whom were class room teachers, refused to recommend the adoption of the resolution, and even refused to submit it to the convention. Superintendent Claxton of Oklahoma spoke against the interference of the N. E. A. in local affairs.

### TO CONVENTION FLOOR

Balked in their attempt to get action by the committee, the signers of the resolution notified President

Adair of their intention of bringing the matter before the convention from the floor and asked for recognition for that purpose, when the resolutions committee reported.

Miss Adair informed the delegate who asked to be recognized, that it would be necessary to notify Superintendent Cole of Seattle in order that he be given an opportunity to oppose the resolution if he so desired.

Every effort was made to locate Mr. Cole Thursday evening, but he could not be found. As Mr. Cole was not a delegate to the representative assembly, he had undoubtedly left the city.

The committee reports of the N. E. A. are made on Friday morning's final session of the representative assembly. So much time was taken up in the discussion of proposed changes in the constitution that it was after one o'clock, or the end of the fourth hour of the final session, before the chairman of the resolutions committee was given the floor to make his committee's report.

Copies of the resolutions prepared by the committee had been distributed to the delegates earlier in the session. The chairman did not read the report but merely moved its adoption as a whole.

#### EVERETT PRESENTS RESOLUTION

At this point Delegate Everett of California asked for recognition. When he had been recognized by the president, he proceeded to the microphone and read the resolution which has been quoted and moved its passage as an amendment to Resolution No. 10 submitted by the committee, quoted as follows:

##### 10. FREEDOM OF THE TEACHER

The National Education Association believes there is urgent need for recognizing the influence of the teacher's status on the whole process of education in the public school. This is especially true in the nature of the contract, the status of the teacher in the school and in the community, and in relation to those in authority. We believe there should be more genuine freedom for the teacher, freedom in mind and spirit to achieve and create and to take pride in the art of teaching, so that he may have the same satisfaction in achievement and recognition that the lawyer, the doctor and the engineer have in the practice of their professions. Such freedom should be accompanied by a proper restraint and a sense of obligation and responsibility in all relations.

This association approves for all those engaged in public education that academic freedom which means, not the propagation of unsound or revolutionary theories, but rather the exercise of initiative and independence in the preparation of individuals for freedom in a democracy. The men and women engaged in the work of education in our country should illustrate in their professional activities the finest type of American citizen.

President Adair seemed at a loss for the moment, then asked if there was some one from Seattle to answer. Evidently an invitation for Superintendent

Cole or some representative of the Seattle Board of Education. No one appeared. Then the president stated that as the mover of the amendment was not from Seattle, the convention did not know whether the Seattle teachers concerned desired its passage or not. She asked if there was any one from Seattle who could speak for the Seattle teachers.

The writer of this story, who was one of the delegates to the N. E. A. representing the Seattle High School Teachers League, was recognized and given the floor. First it was necessary for him to assure the chair that he was from Seattle and that he was a delegate to the convention.

He told the convention that he was the president of the Seattle High School Teachers League, an organization which included all the high school teachers of Seattle. That the League, only about half of whose members had joined the teachers union, with only eight dissenting votes, had protested the action of the school board in asking the teachers to sign a yellow dog contract. That the protest resolution which had been sent to the board had been drawn up by a committee of five members who had not affiliated with the American Federation of Teachers.

After answering the question raised by the chairman, the writer of this article took the liberty of addressing a few remarks to the convention in behalf of the class room teachers who are members of the National Education Association. It is not often that a mere teacher has the opportunity under such circumstances to speak to the administrators who make up, very largely, the representative assembly.

#### CLASS ROOM TEACHERS IGNORED

The convention was told that the impressions gathered from an attendance at the sessions of the department of class room teachers of the N. E. A. and from conversations with many teachers, seemed to convey the idea that the class room teachers and their interests were not well represented in that organization. The class room teachers furnished probably 85% of the members and 85% of the finances of the N. E. A. On the other hand, one class room teacher has been elected to the presidency in more than sixty years. A very small minority of each committee are class room teachers, even the committees having to do with teacher tenure and retirement allowances.

As a last appeal, the N. E. A. was asked not to countenance a direct attack upon the American Federation of Labor, a body always friendly to education and educators. The action of the Seattle Board was such an attack, with a vengeance.



A Seattle grade school principal spoke in opposition to the amendment, giving as his chief reason that any criticism of the Seattle Board's action would be construed as a criticism of the courts as the courts had decided against the union teachers. This statement was absurd. A lower court, in refusing to grant the union teachers an injunction, stated that a school board had a right to put any clause into its contracts with teachers. The court did not decide that it was wise or fair for the board to make such contracts but merely that it had the legal "right" to do it. The case is now on appeal to the supreme court of the state.

The chairman of the resolutions committee opposed the amendment on the same grounds it was opposed before the committee.

The President put the question. A few scattering votes, presumably by the few class room teachers who became delegates to the N. E. A., were "aye." Then a large chorus of noes from the others. The motion was lost.

And this is what the N. E. A. did TO Seattle.

#### PROPAGANDA VICTIM

The fact that the Power Trust put in some material on the subject in the form of a booklet for classes in the public schools apparently with the offi-

cial approval of Mrs. Josephine Corliss Preston, was used to encompass that lady's defeat as Superintendent of Public Instruction. Holding office so long, no doubt, it was felt that no great harm would be done or believed to be done in the admission of such a booklet, but it was used against her with deadly effect by her opponents. Showalter's victory was a notable one. He was placed on the Hartley ticket but has never intimated that he regarded himself as beholden to the governor, nor did his supporters and workers solicit votes on that account.—*Tacoma Labor Advocate*.

#### CIVIC DEPRAVITY AT ITS WORST

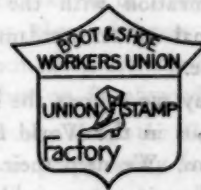
Seattle once stood before the world in a misrepresented sense as the core of all extremism. The world got a good deal of a distorted picture of Seattle in those hectic days. It is getting no such picture now.

School teachers, denied the right to organize, compelled to sign hateful, enslaving, un-American yellow dog contracts, have gone back to their classrooms relinquishing for the time being their rights as American citizens.

That any community should make such demands upon citizens in any category is an example of civic depravity hard to beat.—*Toledo Union Leader*.

## Buy Union Stamped Shoes

We ask all members of organized labor to purchase shoes bearing our Union Stamp on the sole, inner-sole or lining of the shoe. We ask you not to buy any shoes unless you actually see this Union Stamp.



## Boot & Shoe Workers' Union

Affiliated with the American Federation of Labor

246 SUMMER STREET, BOSTON, MASS.

COLLIS LOVELY  
General President

CHARLES L. BAINE  
General Secretary-Treasurer

## Just Observations

By SELMA M. BORCHARDT

Legislative Representative, A. F. T.

The United States Bureau of Education needs funds very much. At present one can get but very little information from it. They have practically nothing on the progressive education movement; very little on curriculum adjustment to meet the needs of the child; nothing compiled on teachers salaries, teachers contracts.

At present when one asks for information he is referred to some private agency or institution.

We don't want figures pertaining to education compiled by any private agency! Data on public education should be available through the governmental agency charged with getting information on education.

True, we believe in the establishment of a federal department of education for research, but until such a department is established we must make Congress see the urgent need of making adequate appropriations for the Bureau of Education, so that it can function properly.

\* \* \* \*

One of the most interesting and truly progressive magazines here received is the *Bulletin of LaInternacional del Magisterio Americano*. This organization, comprising a number of the educational organizations of Latin America was formed last January. Its program shows that it is very actively interested in the "new education" in the biggest sense of the word.

Press reports have indicated that there is a movement which seeks to affect an affiliation between the I. M. A. and the labor movement. An affiliation of this organization with the bona fide trade union international at Amsterdam would certainly have great value.

And may we express the hope too that they will join with us in the World Federation of Education Associations. We need their influence and information and they, in turn, would no doubt find profitable the association with the teachers of other lands, which the World Federation affords.

\* \* \* \*

"*The New Prospect in Education*," Educational Pamphlet No. 60 published by the Board of Education in London sets forth some definite plans looking to make effective the proposals of the Hadow Report on the Education of the Adolescent, published some time ago. Much of the material deals with the prac-

tical problems incident to school organization for pupils of the age of our junior high school children. The recommendations are definite, and if evaluated in terms of our own educational organization, are very practical. The publication may be purchased through His Majesty's Stationery Office, from its New York City Office.

\* \* \* \*

The latest report on the Geneva meeting of the World Federation of Education Associations, received from its president, Dr. Augustus O. Thomas, is most interesting. It gives promise of a well co-ordinated, balanced program of great educational and social value. Tentative plans and preliminary reports from the several sections and groups given indicate, also, that the meeting will be most worth while.

Many of the questions, pertaining to the general organization of the conference, which we raised in regard to the earlier reports seem to have been adjusted. Sections and groups authorized by previous conventions continue to function. The continuing of the section groups to meet the varied needs and interests of the many delegates makes possible again the fuller participation of the teacher himself in the discussion of his problems. In this program, as planned, "overlapping" seems to have been practically eliminated.

And we venture still two more rather practical recommendations for the conference; first that there be appointed a Committee on Credentials so as to facilitate the seating of the duly elected delegates, and as a means of more effectively controlling the conduct of the plenary sessions; second, that one plenary session, early in the conference, preferably the first evening, be set aside for hearing such recommendations and reports of the affiliated organizations as they may wish to present formally for consideration.

At present, except when "time is called" for a formal caucus by the organization (as was done during one of the plenary sessions in Toronto) there is no place for the organizations to present projects or plans or to express an opinion, offer suggestions or criticisms on matters presented to the body. At such a meeting, too, the formal report of the Board of Directors containing recommendations for the work of the Federation in general, and particularly the agenda for the plenary sessions of the conference, would be considered. We venture these suggestions as we recognize that the machinery of an organization

is fortunately or unfortunately a very important part of it.

\* \* \* \*

This year a number of state legislatures will meet. Will the child labor amendment be ratified by any of the states which have so far turned it down? Several years ago many of them said that the proposed federal amendment was unnecessary for the states themselves would enact better state laws, and so bring the standard not only up to the proposed federal minimum, but even excel it. Beautiful theory, but unfortunately practically nothing has been done by the states. The federal child labor amendment is still before the states. We differ with the Manufacturers' Association. It is not dead, only delayed. We still hope for humane action.

\* \* \* \*

A very comprehensive bibliography has been compiled in support of the Platoon System, and published by the United States Bureau of Education. This bibliography together with one, presumably to be compiled in opposition to the plan, will make a very valuable document on this much discussed scheme.

\* \* \* \*

A local post of the Veterans of Foreign Wars has put itself on record as condemning the method of teaching American history now being used in the public schools of the District of Columbia. The post unanimously passed a resolution endorsing the work being done by Lieut. Col. Thomas J. Dickinson, former chief of chaplains, First Division, A. E. F. The former chief of chaplains has been very active in his efforts to secure good history textbooks for our schools. It was due to his efforts that the Connery Bill, providing that the United States Congress censor history text books, was introduced several years ago. It was he who sought to have a similar bill introduced last year.

No hearings have yet been held on the bills sponsored by Col. Dickinson.

The American Federation of Teachers, the only teacher organization in the United States which opposed the Connery bill, found it hard to understand why the United States Congress should censor history text books.

Are all members of Congress trained historians and educators? Has our Congress nothing else to occupy it? Is it the duty of the federal Congress to concern itself with the administration of education? Isn't education a state function? Yet—Col. Dickinson has

much information, he says, on how many dogs were or weren't used in any battle—and lots more.

\* \* \* \*

Mrs. Josephine Corliss Preston, for sixteen years superintendent of public instruction in the state of Washington, has been defeated in the Republican primaries of that state. Mrs. Preston was accused before the Federal Trade Commission by Homer T. Bone, of Seattle, of having been responsible for the introduction of the power trust propaganda in the schools of Washington state.

Included in the books used under the direction of Mrs. Preston was one entitled "monograph of the Puget Sound Power and Light Company." It showed beyond the shadow of a doubt how vastly superior private ownership of public utilities is to public ownership.

The attorney for the Puget Sound Power and Light Company is the attorney for the Board of Education of Seattle. He represented the Board of Education in court when the validity of the Yellow Dog contract which had been submitted to the teachers of Seattle, was being contested.

Mrs. Preston has been defeated. What will happen to the Board of Education at the next school board election? We trust the people of Washington state—and hope for un-propagandized education in that state.

\* \* \* \*

Good News! Brookwood is definitely under the ban of the Communist Party. Members of the Communist Party are being forbidden to attend Brookwood. What a relief for Brookwood! As a labor college under the direction of bona fide trade unionists it has accepted such representatives of trade unions as these organizations septe them—because the trade union themselves sent them. And now the communist party itself places the ban on Brookwood.

And there's a good reason why the Communists might want to keep their people away from Brookwood. Perhaps they feel that there's a danger that Brookwood may develop a critical-mindedness in their people—and then, maybe, they feel that after that those students wouldn't be their people any more.

"You will find here, as in all other institutions, a strong trend for the reduction of armaments and for the reduction of all other activities that made for war sentiment."—*David Felmley, President, Illinois State Normal University, Normal, Ill.*



## BOOKS

"There is no frigate like a book  
To bear us lands away."

—Emily Dickinson.

EVERYDAY PROBLEMS OF THE COUNTRY TEACHER, by Frank J. Lowth. The Macmillan Company, 1927. Illustrated.

The age-old idea that country man and city man are fundamentally different, after being pooh-poohed for some generations in this land struggling to realize a single social level, is justifying itself in a new and more rational way. The failure of so many country churches is ascribed to the fact that country pulpits are so often filled by city-bred men. The man who tills his fields and tends his stock is—so the argument runs—a man who loves solitude, and has a radically different psychology from his pastor, who loves the busy city street.

And now Mr. Lowth, Principal of Rock County Normal School, Janesville, Wis., has been prompted to write this book of over 500 pages on country school problems, because he feels that they are different from city school problems and "peculiarly difficult." The book is designed for either class or reference, for prospective teachers in rural schools. From the first day he says the situation is peculiar. There is no principal or superintendent (the county superintendent being adviser rather than supervisor); the teacher's relations with parents, pupils, and board are more intimate; her responsibility for building and equipment is absolute. In a word, her social and business contacts are distinctly rural. The personality of the teacher counts far more than in town. Executive ability and leadership are far more requisite.

Mr. Lowth may have added, though I did not find it, that the greater individuality of children whose parents are perforce resourceful, do their own thinking, (however faulty), and have a passion for freedom, calls for a teacher robust physically and mentally and original, one who can train individuals, not classes.

If the author tends to minute detail, he may for that very reason be more helpful to the young teacher. The older one will take care of herself.

LYDIA J. TROWBRIDGE.

## THEORY VS. PRACTICE

"Too much money is wasted on education now," said the prosperous looking man in grey in a tone so emphatic, so final that even those trite words caused me to forget the cards on the table before me and listen eagerly. That voice belonged to one who DID things, and I was hardly conscious of the "Why do you think that?" from the wiry, scholarly looking man who sat opposite him.

"Why!!" came the resonant voice, "Why simply too much theory; too much written on WHAT OUGHT TO BE and not enough on WHAT HAS BEEN DONE. In business we improve our methods and service by studying the successful and unsuccessful practices of others; but in education everything seems to be built upon a hypothesis—"

As he paused for breath his companion very quietly asked, "Have you ever seen a copy of *The Vocational Guidance Magazine*? Do you know anything about the work of the National Vocational Guidance Association?"

If the words of the man in grey express your opinion—or even if they do not—you will be interested in the October, 1928, issue of *The Vocational Guidance Magazine*. This magazine is the only publication devoted to the entire field of vocational guidance, and in this issue there are articles by people actually doing the work. Minnesota has made much progress in the field of vocational guidance and Dr. J. B. Johnson, of the University of Minnesota, gives a very comprehensive survey of what has been done in the "Twin Cities," while Miss Barbara H. Wright, of the Minneapolis Public Schools, describes how they use the group conference as a guidance device. Dr. Mary H. S. Hayes, Director of Vocational Service for Juniors in New York City, tells what they have actually accomplished, and in the form of a letter entitled *Promoting Your Own Campaign or Getting Your Own Job* Mr. Eichholz, of the West Side Y. M. C. A., New York City, gives a young man advice in securing a position.

In our educational program today are we neglecting the INDIVIDUAL and over-emphasizing the GROUP? Read what Mr. Morris S. Viteles of the University of Pennsylvania has to say about it in his article *The Clinical Approach in Vocational Guidance* which appears in this issue.

There are several other articles and the Field and Review departments which will be of interest and value to you whether you are an administrator, a teacher, a vocational counselor, a personnel officer,

a social or civic worker, or just a friend of youth.

Sample copies of this magazine may be secured by writing to Bureau of Vocational Guidance, Graduate School of Education, Harvard University.

The Child Study Association of America has just issued a new book list, "*Suggestions for a Parent's First Book Shelf*." This list contains twenty-five titles with author, publisher and price, and should be extremely valuable to any one who is doing serious reading along the lines of child training.

This book shelf is the result of a great deal of careful thought and has been prepared by leaders in child training and the Bibliography Committee of the Child Study Association of America. The price of this is 5c.

#### BROOKWOOD PUBLICATIONS

*The Place of Workers' Education in the Labor Movement.* A 75-page pamphlet containing the proceedings of the 1928 conference of teachers of workers' education at Brookwood February 24-26.

Should workers' education enterprises be subordinated to strategy and tactics of unions; should they be given autonomous rank on a co-ordinate footing with the unions, or should they operate as free-lance auxiliaries, independent of the movement? E. C. Lindeman, M. H. Hedges, A. D. Sheffield and others discussed this at the conference. Their papers are here presented, together with the discussions of the 25 teachers who took part in the conference.

Is workers' education to be classed with the panaceas? See what Abraham Lefkowitz, Arthur W. Calhoun and A. Epstein have to say on the subject. Activities of unions, political parties, co-operatives and free-lance agencies are summarized by leaders of these projects. Price 50 cents.

*Peace or Pep.* In this pamphlet, reprinted from Labor Age, A. J. Muste, chairman of the Brookwood faculty, discusses what tactics the labor movement should adopt. In a second section entitled "Whose Job?" he discusses the organization of the unorganized workers, particularly in the basic industries. Price 10 cents.

*The Labor Approach to Psychology.* By Arthur W. Calhoun. International Publishers. \$1.75. (Will be out in November.) A hand-book of labor psychology. Particularly adapted for use in workers' classes.

*Unionism That Will—and Won't—Organize.* By A. J. Muste. Price 10 cents.

*The Worker Looks at Government.* By Arthur W. Calhoun. International Publishers. \$1.60. An excellent text book for workers' education classes or for reference.

#### LESSONS SERIES

Could you organize some workers' classes if you only knew what to teach them? Arthur W. Calhoun, director of studies at Brookwood, has prepared two series of 12 lessons each, called respectively "Out of Work," and "How to Raise Wages" which are available in mimeographed form at 10 cents per set. Others are in process of preparation.

**PRACTICE IN VOCATIONAL GUIDANCE,** edited by Frederick G. Allen. McGraw-Hill Company, publishers. 1928. 306 pp. Price \$2.50. Reviewed by Ruth M. Bartlett.

One of last year's contributions to vocational guidance literature is "*Practice in Vocational Guidance*", edited by the late Frederick J. Allen, who for so long played such an important part in the development of the vocational guidance movement. As the name suggests, and in contrast to its companion piece, "*Principles and Problems of Vocational Guidance*", this volume deals not with abstract theories, but with the actual problems and programs of guidance, research, testing and placement in various cities throughout the country. It is a compilation of papers, many of which have appeared in the *Vocational Guidance Magazine*, written by persons well known in the fields in which they write.

Five papers which comprise Part II discuss the various methods of presenting occupational information in the schools, including vocations classes, "Life-Career" classes and methods of teaching vocations in English classes. The most comprehensive of the sections is Part III, devoted to Research in Occupational Information. It includes the results of a painstaking survey of the research carried on in this field by persons connected with the schools, and a complete bibliography of occupational studies, as well as a discussion of the problems of gathering occupational information and evaluating occupational material. Discussion of Tests and Measurements and of Placement and Follow-up round out the general subject.

This account of attempts on the part of the schools to help children choose wisely and enter upon occupational careers should prove of special interest to all teachers associated with labor groups. To those who have an opportunity for guidance work it should prove an inspiration.

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## AMERICAN FEDERATION OF TEACHERS

ORGANIZED APRIL 15, 1916

Affiliated With the American Federation of Labor

*There is an idea abroad among moral people that they should make their neighbors good. One person I have to make good—myself. But my duty to my neighbor is much more nearly expressed by saying I have to make him happy—if I may.—Robert Louis Stevenson.*

## POWER TRUST PROPAGANDA

"Not in many a year," writes the famous historian, Dr. Charles A. Beard in the *National Municipal Review* for September, 1928, "have we had an investigation in Washington as important as the inquiry into the so-called 'power trust,' which is being conducted under the auspices of the Federal Trade Commission. In comparison the various senatorial investigations that have 'rocked the country' sink into trivial insignificance. The latter have merely involved temporary scandals, the reprehensible conduct of public officers and private individuals. . . .

"The inquiry has revealed many things, according to the recently published preliminary report. It shows utility concerns hiring professors to carry on campaigns of agitation against municipal ownership, ostensibly under high university authority, subsidizing newspapers under the guise of advertising, deluging the public school with biased propaganda, assailing municipal ownership advocates as Bolsheviks and resorting to back-stair tactics to discredit them, and granting money to universities and research institutions with an eye to 'proper' results. In short, the propaganda of the utility interests stands fully revealed in all its nakedness, and a powerful light is thrown on the nature of the 'public opinion' made by newspapers, distinguished speakers and controlled school books."

## ACADEMIC FREEDOM

"Academic freedom does not require that a propagandist be permitted to pose as an educator," says an editorial in the *American Federationist*, the official magazine of the American Federation of Labor.

The *American Federationist* has stated exactly and concisely the position of the proponents of the resolution on the Ely Institute for Research in Land Economics and Public Utilities presented to the Los Angeles convention of the American Federation of Labor by the American Federation of Teachers. It is a great gratification to the American Federation of Teachers that the position of the teachers on this matter which seemed not to be understood or agreed with by the Resolutions Committee of the Los Angeles convention has been accepted and advanced in the *American Federationist*.

He who thinks it too much trouble to attend a union meeting loses his right to kick about union shortcomings.



## SUPERINTENDENT WEBER MAKES SERIOUS CHARGE AGAINST NASHVILLE TEACHERS

### WEBER'S SLANDEROUS STATEMENT

The following article appeared in *The Nashville Tennessean*, evening edition, Tuesday, September 25:

"Teachers these days wear patches in their pants instead of wearing out shoe leather," H. C. Weber, Superintendent of the city schools, told members of the City Board of Education at their regular meeting last night in the Hume-Fogg High School.

"What we need is more teachers who will stand up to their jobs. It is getting so you can't get a person of much ability to teach school. The teachers don't want a job, they want a position.

"The more degrees, the more education the teachers get, the more they sit in their chairs.

"There are numerous pupils in this high school right now who are going to school just to get out of work.

"Children should be taught to work, as well as to learn books. It is a tragedy the way a great many are going through college until they are 25 years old, and coming out knowing nothing but what is in the book. They want to do everything the way the book says. They are utterly helpless to take care of themselves."

Mr. Weber concluded his scathing remarks of "teachers who are paid not for the work they are doing but for the education they have."

The Labor press and the public are much incensed at this gratuitous insult and slanderous charge against a group of conscientious, painstaking, underpaid workers, couched in most inappropriate language.

What are the Nashville teachers doing about this? Are they meekly submitting? Or do they propose to organize with the American Federation of Teachers and put themselves in a position of freedom and self-respect?

While the teachers of Memphis, through the efforts of the Memphis Teachers Association, Local 52, A. F. of T., are enjoying a salary increase, the teachers of Nashville are enduring the gross insults and slanderous charges of their superintendent.

What shall they do?

There is but one answer. The American Federation of Teachers was organized as a protest against the abuses of power that had grown up in school administrations. Organize then under the banner of the one organization that stands for the freedom,

dignity and self-respect of the teacher, that is building a teaching profession.

When a teacher becomes free from fear and intimidation, the pupil immediately becomes the heir to new possibilities for growth and development. The constitution of the American Federation of Teachers says: "Servility breeds servility, and if the schools are to produce free, unafraid men and women, American citizens of the highest type, the teachers must live and work in an atmosphere of freedom and self-respect."

Superintendent William J. Bogan says:

"We all know that it would be impossible to train independent, upstanding men and women through servile, weak teachers forever in fear of dismissal. There is an old saying that a lion was never begotten by a rabbit, a saying that might be paraphrased by another: Independence was never begotten by servility. It would be well for every one who believes in democracy to know that the nation will never have the independent citizens so necessary to carry out this great experiment in democracy until we encourage teachers to develop vision, wisdom, independence and courage."

Nashville teachers, come in with the group that is fostering a spirit of self-reliance and courage, that will protect you from such attacks as this to which you have just been subjected. Join the organization that will bring to you better economic, social, civic, and educational conditions as it has brought them to other affiliated groups.

### TEACHERS, ORGANIZE

If the teachers do not organize and make their unions effective instruments for the carrying out of their desires, they have no one to blame but themselves. Merely because some boards of education oppose organization of the teachers is no reason why those who must bear the burden of training the youth of the land in the ideals of character, mind and citizenship should sit down in servile submission to such dictation. They must have courage enough to do the things their judgment informs them to be the proper thing or admit that they are cowards unworthy of the attention or assistance of their fellowmen, unworthy of their own high calling.

Let them question why the opposition to organization on the part of chambers of commerce and school boards? When they have honestly answered that question they will have in this very opposition one of the strongest reasons for organization.

### TEACHERS' TENURE

The recent convention of the American Federation of Teachers declared for the principle of indefinite tenure during good and satisfactory service. Such legislation would give to teachers a professional standing that would help to attract high grade people to public school work. Annual reappointment of teachers creates opportunity for control of education by agencies promoting special interests or for practices akin to the spoils system.

An adequate tenure law would establish merit as the basis for appointment for continuation in service by stimulating professional standards for which the applicant must qualify, fixing the period of probation and providing for dismissal only on stipulated professional grounds. The object of such a law would be to assure the appointment and retention of good teachers with ability and professional training.

Teachers' tenure legislation would set up for teachers the protection that civil service gives to other public employes. It would insure efficiency by prescribing qualification standards and would protect teachers by permitting dismissal only for due causes. It would prevent teachers from being made the football of politicians—a fundamental step toward better teaching.—*American Federationist*.

### PROPAGANDA IN THE SCHOOLS

"Has the propaganda of the power trust got into your school?" asks *Labor* editorially in a recent issue. The paper of the railroad brotherhoods continues:

"Every father and mother in the United States should be asked that question, and should make sure of the answer.

"The federal trade commission has exposed the most outrageous conspiracy against youth ever known in America. To keep their monopoly and gather their exorbitant profits, the organized utilities—mere units of the power trust—are seeking to corrupt education.

"They are hiring high school teachers and college professors, subsidizing lecturers to talk to children, doctoring text books to suit the utility case, and putting their paid propaganda into the schools as 'reference books.'

"It takes a little thought to grasp the full villainy of this dirty business.

"Youngsters are naturally trustful, and in school they are used to dealing with subjects that they can trust. There is no propaganda in mathematics, or chemistry, or physics. History is not quite so une-

motional as science; but at least it is not cut on a bias to put money in the pockets of monopoly.

"Trusting these text books, the youngster almost inevitably trusts the utility propaganda when he finds it on the same shelf—and what does he read there?

"That the utility business is run by unselfish men, seeking to give service rather than to promote their own gain. That it is 'effectively regulated.' That rates are so low that little profit is made. That, in fact, the utility business is 'practically unable to make profits.' That this business is owned by 'widows and orphans.' That government ownership is always wrong, and municipal ownership always a costly failure, and that people who advocate public ownership are 'Bolshevists.'

"Every one of these statements is a lie. No politer word will fit the case.

"Utility propaganda in schools has well been called a 'crime against youth.' It is educational counterfeiting.

"Is any of this bogus stuff in your school? Are any of the crooked teachers who are taking power trust money in your school?

"American parents can smash the utility propaganda to atoms. But they will have to start at home and hit hard."

And let us not forget the Teachers Union, in the front ranks of the fight on the Power Trust. Boost this organization at every opportunity.—*The Montana Labor News*.

The Commission on Interracial Co-operation is offering to high school students three cash prizes aggregating \$100 for the best papers on "America's Tenth Man" submitted on or before March 1, 1929. The purpose of these prizes is to encourage the study of the Negro's part in American history, which, according to the Commission, is much more creditable than is generally supposed. It is believed that such a study will be helpful to the children of both races, promoting more tolerance and sympathy on the one side, and developing wholesome race pride on the other. The Commission earnestly asks the co-operation of high school principals and teachers. Full particulars, together with a sixteen-page pamphlet of suggestive source material, will be sent without charge to anyone interested. Address R. B. Eleazer, Educational Director, 409 Palmer Building, Atlanta, Ga.

# AN ADVENTURE IN INTERNATIONAL GOODWILL—FRIENDSHIP SCHOOL BAGS TO MEXICO

The first project of the Committee on World Friendship among children, instituted by the Federal Council of the Churches of Christ in America, was with Japan. It consisted of sending 12,739 Doll Messengers of Friendship to attend the Doll Festival, March 3, 1927. The Dolls were sent from every state in the Union and were distributed by the Department of Education to primary schools and kindergartens, one Doll to each school. Not only the Japanese children but the adults as well were deeply stirred by this expression of goodwill from the children and young people of the United States.

The second project of the Committee is with Mexico. It consists of sending Friendship School Bags to be distributed among the primary schools by the Mexican Department of Education. These are beautifully embossed, durable, fabrikoid bags, in three colors, each containing six or more articles selected by the children sending the Bag.

In addition to the children's gifts is a package of beautiful picture cards showing the two great patriots of the United States, Washington and Lincoln; Mexico's two great patriots, Hidalgo and Juarez; our Liberty Bell and their Liberty Bell; our great waterfall and their great waterfall; our goodwill flier, Lindbergh, and their goodwill flier, Carranza.

Schools and groups in every part of the United States have already taken joyous part in this adventure in goodwill. In many communities remarkable send-off programs focussed popular attention on friendship for Mexico.

Twenty-six thousand of the Friendship School Bags have already reached Mexico. The plan is to continue sending bags until December 5, and it is hoped that by that time 35,000 will have gone. This will mean that among the primary school children one child in thirty will receive a Friendship School Bag.

Mexico has understood as clearly as did Japan the feelings of friendship and goodwill that the children of the United States have tried to express to the children there. Shall we make every effort between now and December 5 to carry this second project on to a successful completion?

Mrs. Emrich, who has just returned from Mexico, reports the welcome in the great Stadium on September 15 as extraordinarily colorful and enthusiastic. 31,000 boys and girls took part. An old American resident declared that he had never seen such popular

goodwill expressed toward the United States before during all his years in Mexico.

Mrs. Emrich also reports that a course on international friendship has already been made a regular part of the curriculum of the primary schools of the country, due entirely, as Dr. Saenz stated, to this friendship project from the United States.

One Mexican teacher told Mrs. Emrich that they "are now studying about the United States, its history, its accomplishments, its people, and all in a friendly way." "This," she added, "is a new thing and strange, but we are happy in doing it."

Another teacher said, "We have heard a great deal about our enemies in the United States, but we have not heard before about the friends we have there."

Can we not do something to forward this project and to promote goodwill between Mexico and the United States? If you are interested write to Sidney L. Gulick, Secretary, 289 Fourth Avenue, New York, N. Y., for pamphlet giving full directions.

## ARE LYNCHING DAYS OVER?

### *For Four Months No Lynchings Have Occurred*

The four months at the beginning of 1928 may well be noted on the calendar which marks the advance of civilization. For in May of this year Mr. James Weldon Johnson, secretary of the National Association for the Advancement of Colored People, made the interesting announcement that for four months there had been no lynchings in the United States.

Lynchings, or the violent actions of the people in taking the law into their own hands, were familiar especially in pioneer days when the law was bungling or nonexistent. The word is of uncertain origin, though some people try to connect it with Charles Lynch, a justice of the peace in Virginia some hundred and fifty years ago. But Webster's New International Dictionary says on this point: "Said to be derived from a Virginian named Lynch, who took the law in his own hands. But the origin of the term is very doubtful." Earlier forms were "Lynch's law" and "lynch law."

It has been suggested that the word lynch, or Lynch's law, may have come from Lynch's Creek, South Carolina, where bands of Regulators—lawless bodies establishing their authority with violence—met just prior to the American Revolution. Words coming from geographical association are common in English. A common example is "china," applied to fine crockery coming from China.



## A Productive Educational Conference

By HENRY R. LINVILLE  
President, Local 5, New York City

One of the most productive and satisfying of the enterprises undertaken by Local 5, New York, is the October Conference. The first conference was held the first week-end of October, 1924, at Hudson Guild Farm at Netcong, N. J., fifty miles from New York City on the Delaware and Lackawanna Railroad. The Farm is the property of Hudson Guild, a settlement in the densely populated middle west side of New York, and is equipped to take care of about 150 persons. After the summer season week-end parties or social groups that desire to conduct conferences may arrange with the management to live on the farm, enjoy its unusual facilities and hold their meetings, or wander through the wooded hills or along the ponds and waterways, or do both.

When the Teachers Union and the Teachers Union Auxiliary developed the idea of the conference, they did not do so for the purpose of giving their members a good time, but it has been worth while to do that, too. The main purpose was to create an occasion for critically examining and evaluating educational practices, procedures and ideals as well as to decide how the Union and the Auxiliary could best promote their own work in the field of education.

### INCREASINGLY INSPIRING

While distinguished educators and thinkers were invited to participate in the sessions, our two organizations kept in mind the need and the value of bringing to the attention of the visitors our own experience and our own thinking about that experience. By careful attention to the matter of organizing our programs, we have succeeded in building up an enterprise that has become increasingly entertaining, effective and inspiring.

The Fifth October Conference was held on Hudson Guild Farm from Friday night, October 5th, to Sunday morning, October 7th, and was divided into four formal sessions with Saturday afternoon set aside for five concurrent informal round-table conferences. Our October Conference weather generally behaves itself, and hence most of the day-time sessions could be held on the lawn with the circle of mile-distant golden autumn foliage of the wooded hills serving as the stimulating back-drop to our thinking.

The fifth conference was given over to the examination of progressive education, and the effort was made not only to analyze the ideals and the procedures of the new education, not to see if they can be made to fit into public school situations, but more especially to determine where progressive education itself may be effective and sound in organization, or otherwise. Perhaps the particular phase of the conference just closed that makes it the most successful of the series is the degree to which the critical thinking engaged in opened up new avenues of thought and yielded a degree of inspiration and even of exaltation, that is rarely experienced in situations where education is a theme of discussion.

The topics of the sessions and the speakers are as follows:

FRIDAY, OCTOBER 5, 8 P. M.

### *The Historical Setting of the Progressive Education Movement*

What do we mean by progressive education?

What are the faults in education which the progressive movement is intended to correct?

What are the accomplishments and the promises of progressive education?

DR. V. T. THAYER, *Educational Advisor, Ethical Culture School.*

Discussion led by MISS ELIZABETH IRWIN, *Psychologist, Public Education Association; Director, Experimental Division, P. S. 61, Manhattan.*

Chairman: MRS. S. S. GOLDWATER, *Chairman, Board of Directors, Teachers Union Auxiliary.*

### SATURDAY MORNING, OCTOBER 6, 10 A. M. *The Material and the Procedures of Progressive Education*

How shall the Curriculum be Reorganized for Progressive Education?

DR. HAROLD O. RUGG, *Professor of Education, Teachers College; Educational Psychologist, Lincoln School.*

What has been done in Making use of Available Material under Experimental Procedures?

MISS LEILA STOTT, *Teacher, City and Country School, New York City.*

Chairman: DR. HENRY R. LINVILLE, *President, The Teachers Union.*

SATURDAY AFTERNOON, OCTOBER 6, 3 P. M.  
*Round Tables on Phases of Progressive Education*  
 The Curriculum for Young Children.

MRS. MARION PAINE STEVENS, *Teacher Training Department, Ethical Culture School.*

Literature in the Progressive School.

MISS SARAH N. CLEGHORN, *Teacher of English Literature in the Manumit School, Pawling, N. Y.*

Geography in the Progressive School.

MRS. LUCY SPRAGUE MITCHELL, *Bureau of Educational Experiments, New York City.*

Mathematics in the Progressive School.

DR. JOHN R. CLARK, *Professor of Education, New York University.*

History in the Progressive School.

DR. ROY W. HATCH, *Professor of Social Studies, State Teachers College, Upper Montclair, New Jersey.*

SATURDAY, OCTOBER 6, 8 P. M.

*Progressive Education in the Present Social Order*

What are the Conflicts in which Progressive Education finds itself Engaged?

DR. GEORGE S. COUNTS, *Professor of Education, Teachers College, Columbia University.*

Chairman: MR. JOSEPH JABLONOWER, *First Vice-President, The Teachers Union.*

After the evening session, an informal musical program was given by Mr. Pierre Henrotte, concert master of the Metropolitan Opera House Orchestra, and Mr. Collin MacFee, pianist and composer.

SUNDAY, OCTOBER 7, 10 A. M.

*Progressive Education in a Better Social Order*

Are there any implied social objectives in the new or progressive education?

To what extent is it possible in the present generation to organize within the range of materials used, procedures followed, and educational objectives sought, a kind of education that may influence our present social order progressively toward a better social order?

DR. WILLIAM H. KILPATRICK, *Professor of Education, Teachers College, Columbia University.*

Chairman: DR. JOHN LOVEJOY ELLIOTT, *Headworker, Hudson Guild.*

The aim of existence, the purpose of it is inner growth. A great tragedy develops us. A noble sorrow develops us, but sordidness never develops anyone.—Count Keyserling.

## Local News

### CHICAGO LOCALS 2, 3, AND 199

A signal victory was won by Locals 2 and 3 for the vocational advisers when on August 8th the superintendent recommended that the advisers in the schools be put on the time schedule of the high school teachers, yearly, weekly, and daily, and that the advisers at the central office be put on the ten-month year. Previously they had worked a twelve-month year, a seven-hour day, and a five-and-a-half-day week. The yearly rates remaining the same, this has meant an increase in monthly rates of salary from \$30 to \$45. The victory is a culmination of a seven years struggle, the Federations helping to bring to a successful outcome what the advisers had ineffectually attempted for years alone.

Locals 2, 3, and 199 ushered in the work of the new year with a Joint Bulletin of 16 pages, which tells graphically of past achievements and anticipates many future activities.

FLORENCE E. CLARK.

### ST. PAUL WOMEN LOCAL 28

Meetings held in September.

A meeting of what we call Building Representatives, a dinner, with about eighty present, at which we discussed: membership, group insurance, credit union, the American Federation of Teachers. Mrs. Hanson's letter about the year's plans was discussed and three delegates elaborated on the convention. These dinners are quite popular. They are served here at our club rooms and we charge 35c for them. They are good, too, proof that, with management, palatable meals may be served at reasonable prizes. We plan to invite different groups in for similar discussions as an effective method of getting the local and national program across.

At the dinner mentioned above, the representatives did not feel that a membership campaign was necessary. They hope with what the Federation offers that the membership can be increased on a basis of profit from belonging. The success of the salary committee is bringing in old members who had dropped membership.

FLORENCE ROOD,  
*Publicity Chairman.*

### ST. PAUL MEN LOCAL 43

On Friday, October 19th, 6:15 p. m., at Carling's Restaurant, the St. Paul Men Teachers Federation had its first smoker. "Speed" Holman talked on aviation developments; Rev. H. Y. Williams and Representative M. Maas, Congressional candidates, spoke on Congressional issues.

The Joint Salary Committee declared for the single salary standard as basic; for four years college training a \$3,000 maximum; for two years Normal

school training a \$2,400 maximum. Complete details of the schedule for the transition period have been approved by the Committee but are not being published at present. The schedule is intended to bring St. Paul up to about the same figures as those of other cities of our size.

Both Federations have endorsed the United Improvement Council's bond issue program with the provision that they will push the program when assured that St. Paul residents only will be employed and at fair wages. The program appears to be well thought out. Part of the projects will be income producing. With a larger per cent of St. Paul people employed the Salary Committee's work should be less difficult.

The members should remember our old friend, Dr. Henrik Shipstead, November 6th. He has worked for our interests as teachers and given of his time to our local. His opponent has on several occasions opposed St. Paul teachers.

At the general teacher meeting at the beginning of the term the Commissioner remarked that it would be nice if teachers looked after their sick with flowers and see that they are financially helped. Well, that is exactly what our welfare committee has been doing for ten years. As for financial assistance, we have the voluntary group insurance plan. It pays the sick member \$100 per month during confinement. It does not offend self-respect, as donations do, and it is there when you want it.

The Executive Board recommends that our members on the Joint Salary Committee be reimbursed for their cash outlay for meals downtown while working on the committee. The Federation has always preferred to pay its own way rather than sponge from its members.

In the Seventh Ward, John T. Hanley is opposing Milton Lightner for election to the Legislature. All members recall that Mr. Lightner went out of his way to oppose the present teacher tenure bill and presumably is still opposed. (It is not an offense in St. Paul for teachers to take part in elections.)

The first regular monthly meeting was held Thursday afternoon, October 11th, at Wilder Bldg. The subject of salaries brought a large turnout.—*From the Local's Bulletin.*

#### SACRAMENTO, CALIFORNIA LOCAL 31

The Sacramento Federation, through the kindness of a former teacher, is able to spread its influence considerably this year by conducting a column every Sunday in the *Sacramento Union*. The column is edited by the press committee, but the articles are contributed by members of the organization. So far we have printed, besides the list of officers and committees, R. W. Everett's report of the national convention, a paper on tenure by H. G. Baugh, and the resolutions concerning educational matters passed by the State Federation of Labor.

An opportunity to become more closely affiliated with the Federation of Labor was afforded Local No.

31 by the fact that the state convention of that organization was held in Sacramento September 17 to 22. R. W. Everett and E. A. Cook, delegates from the Teachers Federation, were responsible for two of the resolutions passed by the Federation of Labor, the one concerning the Seattle case and the other, tenure.

The annual reception to new members took place October 4th. This was the first of a number of affairs planned by the social committee and was frankly of the nature of bait. The president, J. N. Gardner, in his welcoming address, made a strong plea for membership, showing the need of an organization of class room teachers and citing the tenure law as an example of the constructive work done by the Federation. After mentioning the fact that John Dewey is a staunch supporter of the American Federation of Teachers, "Why," said the president, "to paraphrase a Scriptural saying, do many say 'Dewey, Dewey,' but do not the things which he commands?"

A good program of music and solo dancing was very much enjoyed and the remainder of the evening was spent in dancing and card playing. About one hundred and fifty members and guests were present. Future social occasions, according to a plan agreed upon last year, will be for the enjoyment and better acquaintance of members only.

Further study groups are planned for this year, and an intensive membership campaign.

MARGARET MOORE, *Chairman,*  
Press Committee.

#### ATLANTA, LOCAL 89

Local No. 89 seems to face a very active and successful year from the spirit which has been shown in the first meetings of the year. At a special called meeting on September 7th with an attendance of six or seven hundred members it was overwhelmingly voted to increase the dues two dollars and fifty cents a year for each member and to secure a permanent office in a down-town office building, to secure a part-time secretary, and to publish a monthly news bulletin for the membership. The enthusiasm of the membership for this raise in dues promises not only as large membership as last year but indications point to an increase due to an awakened interest in several schools which have not had as large memberships as other schools of the same size.

At the regular election of officers on October 5th, the following officers were unanimously elected: James P. Barron, President; Miss Allie B. Mann, First Vice President; Miss Lucile Nolan, Second Vice President; Miss Lamar Jeter, Third Vice President; Miss Belle Klein, Secretary; Mrs. R. B. Whitworth, Financial Secretary; and Mr. E. L. Floyd, Treasurer. Miss Mann is the only new officer and she had been a member of the Executive Committee as High School Membership Chairman last year. The confidence of the membership in these officers has been shown repeatedly in the past two years under rather trying conditions and the feeling seemed to be general that any change would be unwise at this time.



Local No. 89 is particularly fortunate to be able to have a visit from two officers of the American Federation of Teachers within a month of each other. Dr. A. J. Muste, President of Brookwood Labor College at Katonah, N. Y., was invited to address the Institute held by the Women's Auxiliary of the International Brotherhood of Machinists at their convention in Atlanta in September. Locals No. 89 of Atlanta, and No. 183 of Fulton County, had Dr. Muste as their guest at several luncheons with members of the Executive Committees and Boards of Directors, and much benefit will result from the splendid addresses he delivered and from the very fine impression Dr. Muste gave of the A. F. of T.

Both Locals are anticipating with a great deal of pleasure the visit of our beloved Secretary, Mrs. Hanson, in November. Mrs. Hanson will make Atlanta her headquarters during a campaign in the South which we are hopeful will result in several new Locals for the A. F. of T. As our own Miss Barker as President of the National is with us all the time we feel that we are very fortunate and hope to have a record year in the history of our organization.

J. P. BARRON.

#### COMMONWEALTH LOCAL 194

Commonwealth, the only independent self-governing resident workers' college in the United States, opened on October 1st with an enlarged student body hailing from sixteen states and two foreign countries, with the strongest teaching staff in its history, and with a new quarterly school schedule which permits students to enroll four times a year; on October 1st, December 24th, March 17th, and June 9th.

"The student body this year," says Dr. William Edward Zeuch, Director of Commonwealth, "is much better from almost every point of view than any student body we have ever had. It is more mature, has a broader background of experience, is representative of more organized and unorganized labor groups, and has a higher average of educational preparation than any entering student body in the six years of the school's existence. We look forward to the best year in our school history."

New members of the teaching staff are Dr. Edward Clinton Wilson who has charge of the work in psychology and education; Alice Owings Wilson who handles the English in the Orientation Year; Clay Fuls, well known writer and member of the Arkansas bar who offers the courses in law; and F. A. Post, prominent engineer who instructs in science and mathematics.

The new quarterly school schedule, aside from permitting the entrance of new students four times a year, has many other advantages. It will enable workers in seasonal trades or occupations to attend college during their off seasons. It will also make it possible for the college to operate its farms and to carry on its other work the year round with student labor. Under the new schedule all courses are upon a quarterly basis.

Those who have followed the development of workers' education will remember that Commonwealth was founded in 1923 by Dr. William Edward Zeuch and Mrs. Kate Richards O'Hare as an institution to work out by experiment the idea of self-supporting, non-propaganda education for adult workers. All the work in the school is done by teachers and students. The students pay only a nominal tuition of \$40 a quarter, earning board, room, and laundry service by four hours work daily. The college, after years of pioneering and hard work, is now emerging into the co-operative educational community the founders planned.

Students and teachers, along with other work, are finishing up cottages in order to accommodate those applying for entrance at the beginning of the winter quarter on December 24th.

#### SEATTLE, LOCAL 200

The Seattle Teachers Union is holding regular meetings and furthering its plans for continuance of its court case, for a state teacher tenure law, and for the election of progressive state officials, friendly to tenure and freedom to organize.

Mrs. Josephine Corliss Preston was defeated for the nomination for the state school superintendency, the press says, on account, of the power trust propaganda expose—but largely through the efforts of the teachers who worked for the successful candidate, N. D. Showalter, who is well known to favor a state tenure law. As Mr. Showalter is without opposition in the election, he will be the superintendent after January.

#### SUPERIOR FEDERATION OF TEACHERS, LOCAL 202

The Superior Federation of Teachers held the first meeting of the 1928-1929 school year Wednesday afternoon, September 20th, at the Superior Central High School, at which a successor to Peter Baechle, the president, was to have been elected. Mr. Baechle, instructor at the high school last year, has left Superior.

#### MILITARISM IN THE SCHOOLS

The Committee on Militarism in Education pops a question at all of the presidential candidates, asking them to state their views on compulsory military drill in high schools and colleges.

Military training in the schools is imperialistic sabotage upon the minds of the young.

Now that the treaty outlawing war is being accepted by all of the powerful nations, if it means what it says, the last shadow of excuse for militarizing the minds of American youth vanishes. If it does not mean what it says, there is no excuse for militarizing the minds of the youth, anyhow, for it only leads to war by creating a war psychology. Let militarism be outlawed in the schools.—*Oklahoma Weekly Leader*.

### LABOR VETERAN DEAD

James Duncan, First Vice President of the American Federation of Labor, died at his home at Wollaston, Quincy, Mass., Friday, September 14th, at 11 A. M. Funeral services were held at the Masonic Temple, Quincy, Mass., on Monday, September 17th, at 2:30 P. M.

James Duncan was born in Scotland, May 5, 1857. He was a pioneer of the organized labor movement and a granite cutter by trade. He was secretary of the New York branch of granite cutters in 1881; of the Baltimore branch in 1884.

In March, 1895 he was elected General President of the Granite Cutters' International Association and held that position continuously until July, 1923. In 1900 he led the successful strike in the granite cutting industry for the eight-hour day.

He was a delegate to the conventions of the American Federation of Labor from 1886.

He was elected Second Vice President of the American Federation of Labor in 1894 at the convention held in Denver, Colorado. Four years later he was elected First Vice President and has since continuously served in that office. In 1898 he served as A. F. of L. fraternal delegate to the British Trade Union Congress.

In 1911 he represented the American Federation of Labor at the meeting of the International Secretariat held at Budapest, Hungary.

In 1913 he was selected as one of the five United States Commissioners to investigate and report on the subject of workmen's compensation.

In 1917 he was appointed by President Wilson with five others as envoy extraordinary on a diplomatic mission to Russia.

In 1919 he was appointed by President Wilson as a member of the American Labor Mission to the Peace Conference in Paris.

He is survived by his widow.

### ARKANSAS EVOLUTION FOE BEATEN IN PRIMARIES

The first round in the fight to defeat the Arkansas anti-evolution bill, on which a state-wide referendum will be held in November, was won by opponents of the measure when the bill's author was defeated in the primary elections, according to advices received by the American Civil Liberties Union from its Little Rock representative.

A. L. Rotenberry, who drafted the bill submitted by the fundamentalists through initiative petition,

ran for attorney general on a straight anti-evolution platform. His political advertisements in the Arkansas papers carried the caption "The Man or Monkey Question," and asked voters, "Do you believe that your ancestors were monkeys? Do you want this absurd un-Christian farce taught in our public schools?" "If you do not," the ads continued, "I shall expect you to express your disapproval by voting for me for attorney general." If elected he promised "exceptional legal service and support of the Bible."

Rotenberry was overwhelmingly defeated. If Arkansas voters make his bill law in November, \$500 fine and immediate loss of his job will face every Arkansas teacher who describes the theory of evolution to his students in schools wholly or partly tax-supported. Text books mentioning the forbidden doctrine will be banned.

In Tennessee also the evolution issue was up in the primary when Judge Ralston, who tried the Scopes case, ran for Governor. He too was snowed under.

### THE SOCIAL PURPOSE

Some one has said that "The single public end of a common public education in America must hereinafter be neither life, nor the getting of a living, but living together."

### PIONEER YOUTH OF AMERICA

Joshua Lieberman, secretary of Pioneer Youth of America, announces the increasing growth and activity of the movement. To meet this situation it has been found necessary to appoint two directors to carry on the work of the organization. In addition to Mr. Lieberman, who as Executive Secretary has previously acted, W. Walter Ludwig, formerly of Ohio University, will also serve as director.

Mr. Ludwig has a record of service to the labor and liberal movements. He has been Director of the work of the Evanston Continuation Committee and has planned conferences for students in industry. At Ohio University he worked for better race relations. He organized and taught classes in workers' education among the miners of the Hocking Valley, Ohio, and his activities in the miners' strike resulted in the loss of his job at Ohio University. He is a member of the American Federation of Teachers, Local 5, and an honorary member of the Columbus Federation of Labor, Columbus, Ohio. His ability and personal qualities should aid greatly in the development of the organization.

# For Your Health's Sake



T. J. Crowe, President, is seeking re-election on his splendid executive record and his constructive administration of the District's affairs.

James M. Whalen, Chairman of the Committee on Engineering, has guided the operations of the vast health projects of the District.

Henry A. Berger, Chairman of the Committee on Federal Relations, as a former assistant State's Attorney and for years legal adviser to public officials of Cook County, is well qualified to cope with the diverse details of Sanitary District administration.

Alderman Ross A. Woodhull, former chairman of finance of the City Council, has demonstrated his ability in big undertakings. He is a candidate for Trustee to fill vacancy caused by the death of George Hull Porter.

## DEMOCRATIC NOMINEES FOR TRUSTEES SANITARY DISTRICT OF CHICAGO

- [X] T. J. CROWE
- [X] JAMES M. WHALEN
- [X] HENRY A. BERGER
- [X] ALD. ROSS A. WOODHULL



# American Federation of Teachers

506 S. Wabash Ave.,  
CHICAGO, ILL.

**Affiliated with the American Federation of Labor  
Organized April 15, 1916**



**The American Federation of Teachers** desires to establish an intimate contact and an effective co-operation between the teachers and the other workers of the community.

**The American Federation of Teachers** desires to co-operate with all civic organizations for improved civic life.

Groups of seven or more public school teachers are invited to affiliate with this National Organization of Classroom Teachers, for mutual assistance, improved professional standards and the democratization of the schools.

***Our Slogan Is:***

***Democracy in Education: Education for Democracy***

"The American Teacher" is published monthly by the **American Federation of Teachers**. Membership dues carry subscription to the magazine. To all others the subscription price is \$2.00 per year, 25 cents per copy.